

# A Script for Conducting Brief Motivational Interventions with College Students

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## **FRAMES: Components of a Brief Motivational Intervention (BMI)**

1. **F**eedback on drinking risk factors, harm to self and others, student needs.
2. An emphasis on student **R**esponsibility, accountability, and choice.
3. Clear **A**dvice for specific student behavior change regarding drinking.
4. A **M**enu of alternative change strategies.
5. An **E**mpathic practitioner style using Motivational Interviewing.
6. Encouragement of the student's **S**elf-Efficacy and optimism for change.

## *Combining **FRAMES** Elements into a **Brief Motivational Intervention***

### **STEP 1 Introduce the Issues of Drinking and Behavior Change**

1. Build RAPPORT. Watch out for a premature focus on drinking issues and problems
2. What is the student's understanding of why they are at the interview?
3. Define the purpose of the interview and your role in the process.
4. Gain permission from the student to continue with the interview (a formality).
5. Stress confidentiality and ways it may be limited by ethics, rules, or laws..
6. Be non-judgmental and empathetic in your interaction style with the student.

### **STEP 2 Screening/Assessment:**

1. Brief Advice: Observe behavior, incident or self-disclosure of an issue during your routine delivery of services, then do feedback described in Step 3
2. Behavioral Consultation
  - Introduce and explain the AUDIT
  - Administer AUDIT or have student fill it out
  - Score the AUDIT and prepare to give feedback

### **STEP 3**

**Provide Feedback:** Begin talking to the student about their drinking, present any assessment results in small portions, discuss each item in turn, and move to the next.

1. Highlight risks of excessive drinking, potential or actual harm to self and others, unwanted legal and other consequences, and student needs or goals discrepant with excessive drinking.
2. Dialogue, don't lecture; ask open-ended questions; listen more than talk.
3. Ask for a response ~ treat reactions and opinions with respect.
4. Give feedback in small doses, be empathetic, but matter of fact.
5. Listen reflectively to the student's response. Be non-judgmental.
6. Summarize periodically and ask for the student's response.

### **STEP 4**

#### **Talk with the Student about Behavior Change and Goal Setting**

1. Assess the student's stage of change by how he or she talks about the issues.
2. Encourage the student's commitment to a behavior change plan that will reduce the risky drinking and harm to self and others
3. Use strategies appropriate for the student's motivational level. You are trying to move the student from Precontemplation to Contemplation, from Contemplation to Preparation, and finally, from Preparation to Action
4. Your goals for each stage of change are: (1) Precontemplation = problem recognition, (2) Contemplation = resolve ambivalence (3) Preparation = identify resources and help student to plan, and (4) Action = overcome obstacles and barriers to change.

### **STEP 5**

#### **Summarizing/Closing**

1. Summarize the interview; thank the student for attending and cooperating.
2. Review any agreed upon behavior change plans; provide handouts.
3. If student is pre-contemplative or contemplative, find some progress in motivation or participation to praise.
4. Possibly schedule a follow-up interview with the student either face to face, phone call, or written.
5. Close on good terms with the student..